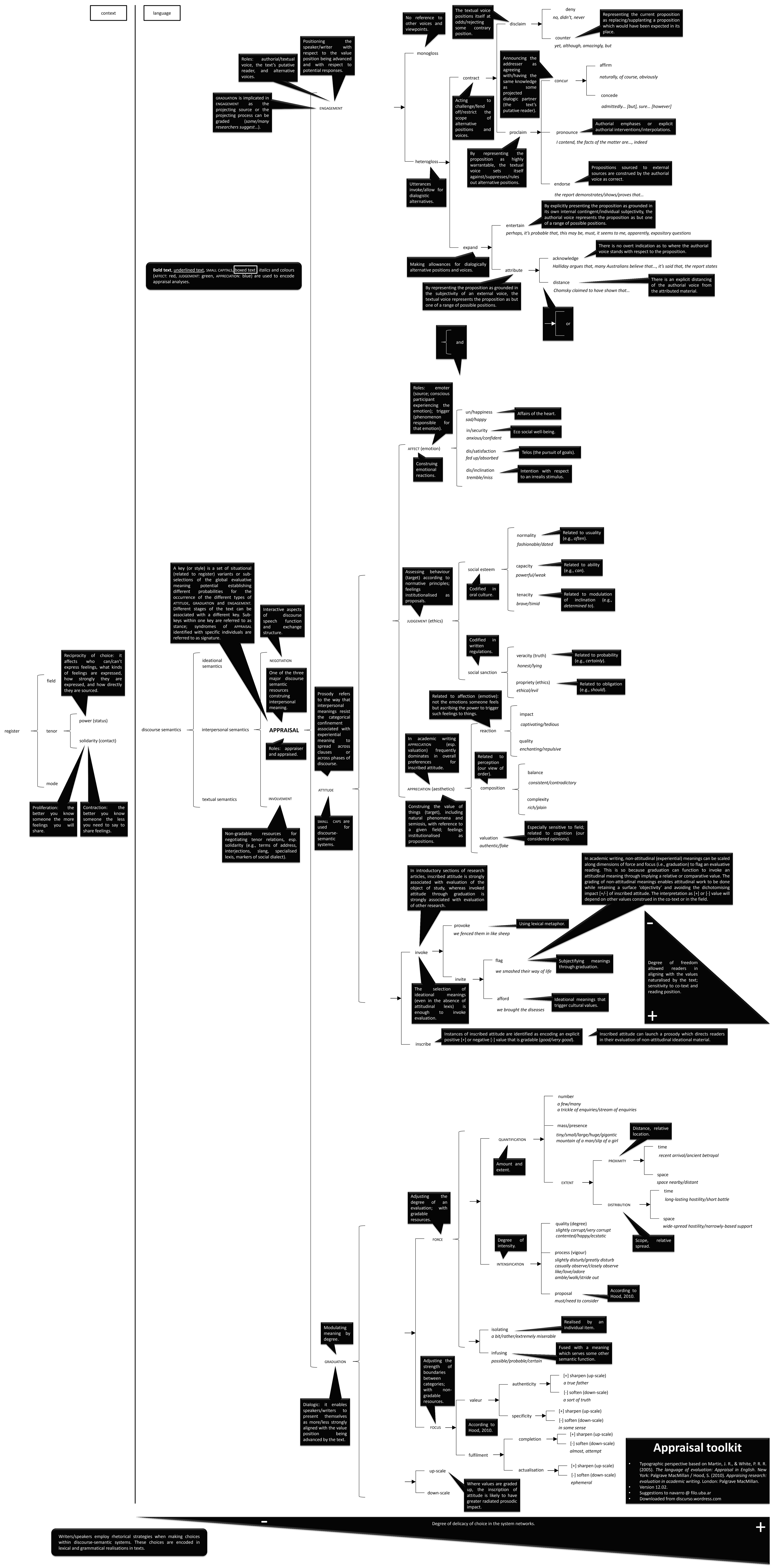
context
language
register
field
tenor
power (status)
solidarity (contact)
mode
Reciprocity of choice: it affects who can/can't express feelings, what kinds of feelings are expressed, how strongly they are expressed, and how directly they are sourced.
Proliferation: the better you know someone the more feelings you will share.
Contraction: the better you know someone the less you need to say to share feelings.
Bold text, underlined text, SMALL CAPITALS, boxed text, italics and colours (AFFECT: red, JUDGEMENT: green, APPRECIATION: blue) are used to encode appraisal analyses.
discourse semantics
ideational semantics
interpersonal semantics
textual semantics
A key (or style) is a set of situational (related to register) variants or sub-selections of the global evaluative meaning potential establishing different probabilities for the occurrence of the different types of ATTITUDE, GRADUATION and ENGAGEMENT. Different stages of the text can be associated with a different key. Sub-keys within one key are referred to as stance; syndromes of APPRAISAL identified with specific individuals are referred to as signature.
Interactive aspects of discourse speech function and exchange structure.
NEGOTIATION
One of the three major discourse semantic resources construing interpersonal meaning.
APPRAISAL
Roles: appraiser and appraised.
INVOLVEMENT
Non-gradable resources for negotiating tenor relations, esp. solidarity (e.g., terms of address, interjections, slang, specialised lexis, markers of social dialect).
Prosody refers to the way that interpersonal meanings resist the categorical confinement associated with experiential meaning to spread across clauses or across phases of discourse.
ATTITUDE
SMALL CAPS are used for discourse-semantic systems.
ENGAGEMENT
Roles: authorial/textual voice, the text's putative reader, and alternative voices.
Positioning the speaker/writer with respect to the value position being advanced and with respect to potential responses.
GRADUATION is implicated in ENGAGEMENT as the projecting source or the projecting process can be graded (some/many researchers suggest…).
No reference to other voices and viewpoints.
monogloss
heterogloss
Utterances invoke/allow for dialogistic alternatives.
The textual voice positions itself at odds/rejecting some contrary position.
contract
Acting to challenge/fend off/restrict the scope of alternative positions and voices.
disclaim
deny
no, didn't, never
counter
yet, although, amazingly, but
Representing the current proposition as replacing/supplanting a proposition which would have been expected in its place.
Announcing the addresser as agreeing with/having the same knowledge as some projected dialogic partner (the text's putative reader).
concur
affirm
naturally, of course, obviously
concede
admittedly… [but], sure… [however]
proclaim
By representing the proposition as highly warrantable, the textual voice sets itself against/suppresses/rules out alternative positions.
pronounce
Authorial emphases or explicit authorial interventions/interpolations.
I contend, the facts of the matter are…, indeed
endorse
Propositions sourced to external sources are construed by the authorial voice as correct.
the report demonstrates/shows/proves that…
expand
Making allowances for dialogically alternative positions and voices.
entertain
By explicitly presenting the proposition as grounded in its own internal contingent/individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions.
perhaps, it's probable that, this may be, must, it seems to me, apparently, expository questions
attribute
By representing the proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions.
acknowledge
There is no overt indication as to where the authorial voice stands with respect to the proposition.
Halliday argues that, many Australians believe that…, it's said that, the report states
distance
Chomsky claimed to have shown that…
There is an explicit distancing of the authorial voice from the attributed material.
or
and
AFFECT (emotion)
Roles: emoter (source; conscious participant experiencing the emotion); trigger (phenomenon responsible for that emotion).
Construing emotional reactions.
un/happiness
sad/happy
Affairs of the heart.
in/security
anxious/confident
Eco social well-being.
dis/satisfaction
fed up/absorbed
Telos (the pursuit of goals).
dis/inclination
tremble/miss
Intention with respect to an irrealis stimulus.
JUDGEMENT (ethics)
Assessing behaviour (target) according to normative principles; feelings institutionalised as proposals.
social esteem
Codified in oral culture.
normality
fashionable/dated
Related to usuality (e.g., often).
capacity
powerful/weak
Related to ability (e.g., can).
tenacity
brave/timid
Related to modulation of inclination (e.g., determined to).
social sanction
Codified in written regulations.
veracity (truth)
honest/lying
Related to probability (e.g., certainly).
propriety (ethics)
ethical/evil
Related to obligation (e.g., should).
APPRECIATION (aesthetics)
In academic writing APPRECIATION (esp. valuation) frequently dominates in overall preferences for inscribed attitude.
Construing the value of things (target), including natural phenomena and semiosis, with reference to a given field; feelings institutionalised as propositions.
reaction
Related to affection (emotive): not the emotions someone feels but ascribing the power to trigger such feelings to things.
impact
captivating/tedious
quality
enchanting/repulsive
composition
Related to perception (our view of order).
balance
consistent/contradictory
complexity
rich/plain
valuation
authentic/fake
Especially sensitive to field; related to cognition (our considered opinions).
In introductory sections of research articles, inscribed attitude is strongly associated with evaluation of the object of study, whereas invoked attitude through graduation is strongly associated with evaluation of other research.
invoke
provoke
we fenced them in like sheep
Using lexical metaphor.
invite
flag
we smashed their way of life
Subjectifying meanings through graduation.
afford
we brought the diseases
Ideational meanings that trigger cultural values.
The selection of ideational meanings (even in the absence of attitudinal lexis) is enough to invoke evaluation.
In academic writing, non-attitudinal (experiential) meanings can be scaled along dimensions of force and focus (i.e., graduation) to flag an evaluative reading. This is so because graduation can function to invoke an attitudinal meaning through implying a relative or comparative value. The grading of non-attitudinal meanings enables attitudinal work to be done while retaining a surface 'objectivity' and avoiding the dichotomising impact [+/-] of inscribed attitude. The interpretation as [+] or [-] value will depend on other values construed in the co-text or in the field.
-
Degree of freedom allowed readers in aligning with the values naturalised by the text; sensitivity to co-text and reading position.
+
inscribe
Instances of inscribed attitude are identified as encoding an explicit positive [+] or negative [-] value that is gradable (good/very good).
Inscribed attitude can launch a prosody which directs readers in their evaluation of non-attitudinal ideational material.
GRADUATION
Modulating meaning by degree.
Dialogic: it enables speakers/writers to present themselves as more/less strongly aligned with the value position being advanced by the text.
FORCE
Adjusting the degree of an evaluation; with gradable resources.
QUANTIFICATION
Amount and extent.
number
a few/many
a trickle of enquiries/stream of enquiries
mass/presence
tiny/small/large/huge/gigantic
mountain of a man/slip of a girl
EXTENT
PROXIMITY
Distance, relative location.
time
recent arrival/ancient betrayal
space
space nearby/distant
DISTRIBUTION
time
long-lasting hostility/short battle
space
wide-spread hostility/narrowly-based support
Scope, relative spread.
INTENSIFICATION
Degree of intensity.
quality (degree)
slightly corrupt/very corrupt
contented/happy/ecstatic
process (vigour)
slightly disturb/greatly disturb
casually observe/closely observe
like/love/adore
amble/walk/stride out
proposal
must/need to consider
According to Hood, 2010.
isolating
a bit/rather/extremely miserable
Realised by an individual item.
infusing
possible/probable/certain
Fused with a meaning which serves some other semantic function.
FOCUS
Adjusting the strength of boundaries between categories; with non-gradable resources.
According to Hood, 2010.
valeur
authenticity
[+] sharpen (up-scale)
a true father
[-] soften (down-scale)
a sort of truth
specificity
[+] sharpen (up-scale)
[-] soften (down-scale)
in some sense
fulfilment
completion
[+] sharpen (up-scale)
[-] soften (down-scale)
almost, attempt
actualisation
[+] sharpen (up-scale)
[-] soften (down-scale)
ephemeral
up-scale
down-scale
Where values are graded up, the inscription of attitude is likely to have greater radiated prosodic impact.
-
Degree of delicacy of choice in the system networks.
+
Writers/speakers employ rhetorical strategies when making choices within discourse-semantic systems. These choices are encoded in lexical and grammatical realisations in texts.
Appraisal toolkit
Typographic perspective based on Martin, J. R., & White, P. R. R. (2005). The language of evaluation: Appraisal in English. New York: Palgrave MacMillan / Hood, S. (2010). Appraising research: evaluation in academic writing. London: Palgrave MacMillan.
Version 12.02.
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